DOCUMENT RESUME

ED 382 800 CE 068 878

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TITLE The Perceptions of High School Principals toward Integrating Vocational Education into the Academic Curriculum in Mississippi.
PUB DATE Nov 94
NOTE 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Education; *Administrator Attitudes; Administrator Characteristics; Educational Research; High Schools; *Integrated Curriculum; *Principals; Racial Differences; Secondary School Curriculum; Sex Differences; *Vocational Education
IDENTIFIERS Mississippi

ABSTRACT

A study determined the perceptions of 254 high school principals toward integrating vocational education into the academic curriculum in Mississippi. Responses to the Principal's Perception Survey were received from 147 principals (93% males, 75% white) for a 57.9 percent return rate. The results of the one-way analysis of variance and frequency distributions represented the principals' perceptions toward integrating vocational education into the academic curriculum. Results indicated a significant difference between perceptions toward integrating vocational education into the academic curriculum relative to gender ($p < 0.05$) and race ($p < 0.05$). White male high school principals' perceptions toward integrating vocational education into the academic curriculum represented a negative difference when compared to those of white female or black high school principals. No significant difference was found relative to highest degree held, salary, age, certification level, administrative experience, or type of school district. On the average, the principals believed that vocational education should be integrated into the academic curriculum, regardless of gender, race, highest degree held, salary level, total years of teaching and administrative experience, and type of school district. (Eleven data tables are provided. Contains 56 references.) (YLB)

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The Perceptions of High School Principals Toward Integrating Vocational Education Into The Academic Curriculum in Mississippi

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Paper Presented at the Annual Meeting of the Mid-South Educational Research Association, Nashville, TN
November 9-11, 1994

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ABSTRACT

The purpose of this study was to determine the perceptions of high school principals toward integrating vocational education into the academic curriculum in Mississippi. One hundred and forty seven high school principals responded to the Principal's Perception Survey constituting a 57.9% return rate.

The results of the study indicated a significant difference between perceptions toward integrating vocational education into the academic curriculum relative to gender ($p < .05$) and race ($p < .05$). No significant difference was found relative to highest degree held, salary, age, certification level, administrative experience or type of school district.

Fifteen Tech Prep pilot high school programs have been implemented in the State of Mississippi. The results of the present study can have significant implications for school administrators and decision makers since one of the basic principles of the Tech Prep initiative in the Carl Perkins Act is the development of a curriculum that combines the strengths of academic and vocational education.

THE PERCEPTIONS OF HIGH SCHOOL PRINCIPALS TOWARD INTEGRATING VOCATIONAL EDUCATION INTO THE ACADEMIC CURRICULUM IN MISSISSIPPI

INTRODUCTION

Commission reports and studies in the 1980's brought attention to American high schools by focusing on the performance of graduates and high dropout rates (National Commission on Excellence in Education, 1983; Carnegie Task Force, 1989; Commission Workforce Quality and Labor Market Efficiency, 1989; William T. Grant Foundation, 1988; National Center on Education and the Economy, 1990). Educators and policymakers proposed a variety of reforms to remedy the perceived problems--some trivial and some that included reconceptualization of the high school.

One advocated reform was the integration of academic and vocational education. Hence, vocational and academic education in high schools separated at the turn of the century amid widespread debate about the proper goals for education. Since that time the two, components have become increasingly separate. In

general, academic education refers to a sequence of courses including English, history, mathematics, science, foreign languages, and fine arts that prepares students for further education leading to a four-year college degree. Vocational education refers to a sequence of courses that prepares students for employment after graduation by providing them with training in specific occupational skill. Technical courses can be found in both academic and vocational programs. (Bodilly, et al. 1992).

Vocational and academic teacher certification processes have also separated. Hoachlander (1990), states that while most students in high school take some vocational classes, students who are headed directly for the workplace typically take separate sequences of courses in their respective programs.

According to John Dewey (1944, 1971), the concept of integration echoes reform advocated forty years ago. The core of the integration concept is to organize the

best curricular and pedagogical practices of academic and vocational education into a single, "integrated" experience. The objectives of integration to ensure that each student learns both theory and application in chosen subject areas, learns skills that will aid in the workplace, and transition from high school to postsecondary experiences.

While policymakers debated about which reform concept would remedy the problems experienced by high schools, the federal government passed the 1990 Amendments to the Carl D. Perkins Vocational Education Act of 1984 which required that:

> funds made available shall be used to provide vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies.

The amendments also demanded that state plans describe how they will provide a vocational program that "integrates academic occupational disciplines".

The federal mandate moved the abstract and sometimes distant debates of national policymakers into the more immediate realm of state and local official who must implement integration in vocational education as a condition for receiving federal Perkins Act funds. While the directive to spend Perkins funds on some form of integration is clear, the amendments themselves provide little guidance on what is integration. Practitioners are hampered by the lack of information on both integration practices and policy supports that would encourage real change in the classroom behaviors of students and teachers; in short, both what to do and how to do it. This lack of information, combined with the requirement to integrate, could lead to compliance efforts that, while well-meaning, will be ineffective or even detrimental (Benson, 1991).

Information concerning the changes in policy and the definitive practices of integration would be useful to two groups of policymakers. The first

group is comprised of policymakers who are making choices among proposals for improving the American high school and who need information to enable them to compare integration to other proposed reforms. The second group includes those who are specifically reliant on funds from the federal Perkins Act for vocational programs and therefore need information to enable them to implement the act successfully (Grubb, 1991).

Integrating academic and vocational course work is a practical way to enrich the educational experience by combining higher order thinking skills with usable applications. Although there are a variety of approaches being attempted, the most successful programs have been developed through local collaboration and planning. Each school knows its local labor market and the needs of its students, each student can compare those needs with state and national expectations (Simmons, 1992).

Over the past several years, the integration of vocational and academic education has become recognized as a major reform in schools across the United States.

Several reasons underlying the widespread interest in integration include recognition that schools must change if they intend to better meet the needs of students and employers, and a legislative mandate to integrate vocational and academic education as specified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. A very significant and parallel reason that vocational and academic education has been accepted relates to its goals. As Schmidt, et al. (1992) indicate, one goal of integration is to provide occupational, academic, and higher order skills for all students, thus enabling them to function effectively in a technology society, information-based economy, and globally competitive marketplace. A second goal relates to the utilization of cognitive psychologists' research findings to enhance students' learning. This goal focuses on teaching on students academic and problem-solving skills simultaneously. Students in integrated settings are encouraged to recognize and solve problems through hands-on learning that reinforces academic skills. As noted by Finch (1990),

reports such as "A Nation at Risk," "Making the Grades," and "The Unfinished Agenda" have spelled out a need for reform of both vocational and academic education. Reform has impacted schools nationwide and has led to various curriculum changes. Among these changes are increased graduation requirements, articulation between secondary and postsecondary vocational and academic coursework.

Hoachlander (1991) reported that integration is not only included as part of educational reform, in general, but has its own specific set of objectives to increase basic and academic skills. Additionally, integration should make vocational courses stronger academically and make academic courses more applied and relevant for the students. Another objective of integration is to improve the cohesiveness of the entire educational curriculum. Raizen (1989) reported that one recommended approach to meet the demands of today's workplace is the integration of vocational and academic education. Further, Bailey (1990) has shown that today's workplace

is changing and the skills of workers must change as well. Increased international competition, a changing consumer demand toward special order goods, rapid innovation, and technological developments are representative of the changes that require an increase and not a decrease in the skill level of the workforce. In addition to the basic communication, mathematics, and science skills, Johnston and Packer (1987) suggested that todays workers need a number of higher order thinking skills. These include the abilities to work in teams, to share information, and to transfer basic skills to new settings. Evidence supported by Stasz, et al. (1990) illustrated there is a declining supply of labor that meets the demands of today's market. Both vocational and academic educators agree that students must learn to think, reason, and solve problem in order to perform in and out of school.

Vocational and academic education in American high schools separated at the turn of the century. Academic education consists of disciplinary courses such as

English, history, mathematics, science, foreign language, and fine arts. It prepares students for further education at college, leading to the achievement of a four-year academic degree. It might be supplemented by technical education courses designed to familiarize students with the uses of technology but not to provide them with occupational skills. In contrast, vocational education offers students training in occupationally specific skills to prepare them for employment after high school graduation. It might also include technical education. While most students in high school take some vocational courses--for example, typing and keyboarding--academic students typically take different sequences of courses than vocational students. (Stasz, et al. 1990).

Integrating is intended to improve curriculum content in two ways: by enhancing the academic and generic skills content of courses; and by linking courses in coherent sequences that may be related to broad occupational clusters. Enhancing course conter would increase students' ability to use higher order

thinking skills in practical applications. Within courses, curriculum changes might lead to a shift away from teaching specific facts and procedures to teaching generic skills, including complex reasoning abilities and widely useful attitudes and work habits. Linking across courses could prevent students from "milling around," taking unrelated courses. (Stasz et al.,1990).

Integration is proposed to improve the teaching of all subjects by replacing didactic classroom instruction with activity-based instruction that links abstract concepts with real-life events and the solving of useful problems. Changes in pedagogy involve modifying academic teaching methods to draw on strengths generally associated with vocational instruction and vice versa. Favored pedagogical techniques in vocational courses include project-oriented methods, student-initiated activities, group work, teaching of abstract or general principles in the context of specific principles, specific applications, and an emphasis on tutoring or

apprenticeship methods rather than lecturing (Stasz and Grubb, 1991; Collins et al., 1989). From the academic side, integration reform favors greater emphasis on writing, use of focused discussion, and the "whole language" principle of exploring several representations of a single idea (e.g.,through projects that incorporate written, oral, and physical components) (Adelman, 1989; Grubb et al., 1991).

Curriculum and pedagogical changes are expected to be supported by new relationships between academic and vocational teachers that foster the exchange of knowledge and lead to improved communications between discipline (Adelman, 1989; Grubb et at., 1991; Little, 1982; Little and Threatt, 1992). Coordination and collaboration between academic and vocational teachers should be provided through activities such as teaming, joint curriculum development, joint planning, and classroom observation.

Integration aims to improve the practices of high schools that enable students to make the transition from high school to further education and productive careers. Providing better counseling, increased career planning and job experiences in high school would prevent students from experiencing long lapses between graduation and employment or wasting time pursuing careers for which they are ill-suited. Integration sometimes translates into changes in counseling, career exploration, increased career information and planning, and even changes to credentials or certification. (Benson, 1991; Grubb et al., 1991).

Adelman, (1989); Grubb et al. (1991) observed that for the part, integration has been undertaken by vocational schools that are facing falling enrollments and trying to improve their course offerings. Because of the long-standing separating between academic and vocational education in this country, integration has often been understood as primarily an attempt to reform vocational education programs--for example, by adding

academic competencies or courses to the vocational education curriculum or smoothing the transition from school to job (Grubb et al., 1991).

Purpose of the Study

The purpose of this study was to determine the perceptions of high school principals toward integrating vocational education into the academic curriculum in Mississippi as measured by the Principal's Perception Questionnaire. Data for this study were collected from high school principals in the state of Mississippi. Specific demographic characteristics of gender. race, highest degree held, salary, age, certification, total years of teaching and administrative experience and type of district were examined to determine their relationship to the perceptions of the principals toward integrating vocational education into the academic curriculum in Mississippi.

Method

Population

The population for this study consisted of 254 high school principals identified by the Mississippi State Department of Education. These principals were mailed a questionnaire explaining the purpose of the study and solicited their participation. The 15 pilot

high schools and community colleges participating in the Tech Prep Program also were included in the population.

The responses were prepared for analysis using the SPSS/PC statistical program by Norusis (1990). The results of the one-way analysis of variance and frequency distributions represented the principals' perceptions toward integrating vocational education into the academic curriculum. The .05 level was used to establish statistical significance.

Instrumentation

The Principal's Perception Questionnaire developed by the researcher was used to collect data for the study. It was modeled after one used in a study conducted by Dr. Sara Margaret Barnett (1984) in which she studied secondary school principals' attitudes toward vocational education programs in Texas.

The questionnaire measured the overall perceptions of principals based on responses to items 1-14 and were analyzed using one-way analysis of variance. Questions 15-19 measured current trends and were presented as frequency distributions.

Design of the Study

The data are presented in three parts. The first part represents the demographic characteristics of the 147 high school principals who responded to the questionnaire. The second part presents a discussion the research questions formulated to determine the overall perceptions based on 14 items regarding the principals' perceptions on integrating vocational education into the academic curriculum in Mississippi. Part three presents the principals' perceptions toward current trends regarding integrating vocational education into the academic curriculum.

Results

One hundred forty seven principals responded to the questionnaire. The responses answered the eight research questions formulated for the study and provided the demographic characteristics and trends information sought in the study. Based on the analysis of data for questions 1-14 and a tabulation of responses to questions 15-19 a significant difference was found in perceptions of high school principals toward integrating vocational education into the

academic curriculum based on gender and race in the direction of the white male. The remaining demographic characteristics of highest degree held, salary level, age level, certification, total years of teaching and administrative experience and type of school district revealed no significant differences in the perceptions of high school principals regarding integrating vocational education into the academic curriculum.

The demographic data revealed that 93% of the respondents was males; 7% was females; 75% was white; 66% percent held masters degree; 71% salary level was 40 to 49 thousand dollars; 63% was 45 to 54 years of age; 59% held AA certificates in administration; 44% had 21 to 25 total years of teaching and administrative experience and 56% was working in county districts.

On the average, the 147 principals believe that vocational education should be integrated into the academic curriculum regardless of gender, race,

highest degree held, salary level, age level, total years of teaching and administrative experience, and type of school district. Ninety to 100% of the principals stated that their district makes vocational education courses available to high school students. Fifty percent of the principals stated that their district help locate employment for students graduating from vocational education programs. Over 60% of the principals stated that their vocational teachers worked cooperatively with academic faculty members. Eighty to 90 %stated that the vocational teachers at their school work cooperatively with administrators. Ninety to 100% believed that vocational education should be integrated into the academic curriculum.

Discussion of Research Questions

1. Are there differences in perceptions due to gender when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that

there were significant differences in the perceptions due to gender.

2. Are there differences in perceptions due to race when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicated that there were significant differences in the perceptions due to race.

3. Are there differences in perceptions due to highest degree when comparing principals' responses to integrating vocational education into the academic curriculum? The results of this study indicated that there were no significant differences in perceptions due to the highest degree.

4. Are there differences in perceptions due to salary when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicated that there were no significant differences in perceptions due to salary.

5. Are there differences in perceptions due to age when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicated that there were no significant differences in perceptions due to age.

6. Are there differences in perceptions due to level of certification when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicated that there were no significant differences in the perceptions due to level of certification.

7. Are there differences in perceptions due to total years of teaching and administrative experience when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicated that there were no significant differences in the perceptions due to total years of teaching and

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administrative experience.

8. Are there differences in perceptions due to type of school district when comparing high school pirncipals' responses to integrating vocational education into the academic curriculum? The results of this study indicates that there were no significant differences in the perceptions due to the type of school district.

The following represents responses to questions related to current trends in principals' perceptions:

1. One hundred percent of the males and 90% of the females felt their district makes vocational courses available to high school students. All other demographic characteristics showed consistency with this perception.

2. There was consensus among the principals who responded that their school locates employment for students graduating from vocational education programs. However, 60% female indicated no to the question with Blacks, the lower salary range, and fewer years of experience responding at or above 50%.

3. Eighty four percent of males and 40% of the

females felt the vocational teachers at their school work cooperatively with academic faculty members.

4. Ninety one percent of the males and 70% of the females felt that vocational teachers at their school work cooperatively with administrators.

5. Ninety two percent of the males and 90% of the females believe that vocational education should be integrated into the academic curriculum.

Conclusion

There was a significant difference in high school principals' perceptions toward integrating vocational education into the academic curriculum relative to gender. White male high school principals' perceptions of integrating vocational education into the academic curriculum represented a negative difference when compared to white females.

There was a significant difference in high school principals' perception toward integrating vocational education into the academic curriculum relative to race. White high school principals' perceptions of integrating vocational education into the academic curriculum represented a negative difference when

compared to black high school principals.

The analysis of date indicated there was no significant differences in high school principals' perceptions toward integrating vocational education into the academic curriculum relative to degree, salary, age, certification, type of school district and total years of teaching and administrative experience.

These findings indicate a need for the State Department of Education in Mississippi to expand the Tech Prep Program. This would enable all principals to gain a broader insight into integrating vocational education into the academic program. Further, staff development activities should be mandatory for current Tech Prep Programs teachers. As educators continue to plan programs that prepare students for the 21st century, the integration of vocational and academic programs will no doubt figure prominently into those plans. When we consider that 80% of the work force in America is educated only through high school, it is critical to the success of American education that those who do not see college as an option be fully prepared for whatever career they choose as possible.

Table 1 - Demographic Characteristics of High School Principals

	Frequency	Percent
Gender		
Male	137	93%
Female	10	7%
Race		
White	100	75%
Black	37	25%
Highest Degree Held		
Master	97	66%
Specialist	34	23%
Doctor	15	10%
Not Indicated	1	1%
Salary Level		
$20,000 - 29,999	2	1%
30,000 - 39,999	25	17%
40,000 - 49,999	105	71%
50,000 - 59,999	13	9%
Not Indicated	2	1%
Age Level		
25 - 34	2	2%
35 - 44	37	25%
45 - 54	93	63%
55 - 64	14	10%
Highest Administration Certification		
AAAA	15	10%
AAA	38	26%
AA	87	59%
Not Indicated	7	5%
Years of Teaching and Administrative Experience		
0 - 5	2	1%
6 - 10	4	3%
11 - 15	6	4%
16 - 20	23	16%
21 - 25	65	44%
Above 26	47	32%
Type of District		
County	83	56%
Consolidated	20	14%
Municipal	40	27%
Other	4	3%

Table 2 - ANALYSIS OF HIGH SCHOOL PRINCIPALS' PERCEPTIONS TOWARD INTEGRATING VOCATIONAL EDUCATION INTO THE ACADEMIC CURRICULUM BY GENDER

Source	DF	MS	F	P
Between	1	.8411	5.4913	.0205*
Within	145	.1532		
Total	146			

*p <0.05.

Table 3 - MEAN SCORES OF HIGH SCHOOL PRINCIPALS' PERCEPTIONS TOWARD INTEGRATING VOCATIONAL EDUCATION INTO THE ACADEMIC CURRICULUM BY GENDER

Group	N	M	SD
Male	137	3.9567	.3907
Female	10	4.2571	.4015
Total	147	3.9772	.3973

Table 4- ANALYSIS OF HIGH SCHOOL PRINCIPALS' PERCEPTIONS TOWARD INTEGRATING VOCATIONAL EDUCATION INTO THE ACADEMIC CURRICULUM BY RACE

Source	DF	MS	F	P
Between	1	2.5585	18.1031	.0000*
Within	145	.1413		
Total	146			

*p<0.05.

Table 5 - MEAN SCORES OF HIGH SCHOOL PRINCIPALS' PERCEPTIONS TOWARD INTEGRATING VOCATIONAL EDUCATION INTO THE ACADEMIC CURRICULUM BY RACE

Group	N	M	SD
White	110	3.9006	.3774
Black	37	4.2046	.3716
Total	147	3.9772	.3973

Table 6 - MEAN SCORE OF HIGH SCHOOL PRINCIPALS' PERCEPTIONS TOWARD INTEGRATING VOCATIONAL EDUCATION INTO THE ACADEMIC CURRICULUM BY GENDER AND RACE

Group	N	M	SD	t	P
White Males	105	3.8776	0.367	-3.05	.003
White Females	5	4.3857	0.275		
White Males	105	3.8776	0.367	-4.60	.000
Black Males	32	4.2165	0.357		
White Females	5	4.3857	0.275	1.01	.340
Black Females	5	4.1286	0.496		
Black Males	32	4.2165	0.357	0.49	.629
Black Females	5	4.1286	0.496		

The means of high school principals were approximately

3.88, 4.38, 4.22, and 4.13 respectively for white males

Table 7 - MY DISTRICT MAKES VOCATIONAL COURSES AVAILABLE TO HIGH SCHOOL STUDENTS

		YES		NO
GENDER				
Male	137	100%	0	0%
Female	9	90%	1	0%
RACE				
White	110	100%	1	10%
Black	36	97%	1	3%
HIGHEST DEGREE HELD				
Master	97	100%	0	0%
Specialist	33	97%	1	3%
Doctor	15	100%	0	0%
Not Indicated	1	100%	0	0%
SALARY LEVEL				
$20,000 - 29,999	2	100%	0	0%
30,000 - 39,999	25	100%	0	0%
40,000 - 49,999	104	99%	1	1%
50,000 - 59,999	13	100%	0	0%
Not Indicated	2	100%	0	0%
AGE LEVEL				
25 - 34	3	100%	0	0%
35 - 44	37	100%	0	0%
45 - 54	2	99%	1	1%
55 - 64	14	100%	0	0%
HIGHEST ADMINISTRATIVE CERTIFICATION				
AAAA	15	100%	0	0%
AAA	37	97%	1	3%
AA	87	100%	0	0%
Not Indicated	7	100%	0	0%
TOTAL YEARS OF TEACHING AND ADMINISTRATIVE EXPERIENCE				
0 - 5	2	100%	0	0%
6 - 10	4	100%	0	0%
11 - 15	6	100%	0	0%
16 - 20	23	100%	0	0%
21 - 25	65	100%	0	0%
Above 26	46	98%	1	2%
TYPE OF DISTRICT				
County	83	100%	0	0%
Consolidated	20	100%	0	0%
Municipal	40	100%	0	0%
Other	3	75%	1	25%

Table 8 - MY SCHOOL HELPS LOCATE EMPLOYMENT FOR STUDENTS GRADUATING FROM VOCATIONAL EDUCATION PROGRAMS.

	Yes		No		Not Indicated	
GENDER						
Male	85	62%	48	35%	4	3%
Female	3	30%	6	60%	1	10%
RACE						
White	71	65%	35	32%	4	4%
Black	17	46%	19	51%	1	3%
HIGHEST DEGREE HELD						
Master	60	62%	35	36%	2	2%
Specialist	18	53%	14	41%	2	6%
Doctor	9	60%	5	33%	1	7%
Not Indicated	1	100%	0	0%	0	0%
SALARY LEVEL						
$20,000 - 29,999	1	50%	1	50%	0	0%
30,000 - 39,999	13	52%	12	48%	0	0%
40,000 - 49,999	62	59%	39	37%	4	4%
50,000 - 59,999	11	85%	2	15%	0	0%
Not Indicated	1	50%	0	0%	0	0%
AGE LEVEL						
25 - 34	2	67%	0	0%	0	0%
35 - 44	24	65%	11	30%	2	5%
45 - 54	55	59%	36	39%	2	2%
55 - 64	8	57%	3	43%	0	0%
HIGHEST ADMINISTRATIVE CERTIFICATION						
AAAA	9	60%	5	33%	1	7%
AAA	18	47%	18	47%	2	5%
AA	57	66%	28	32%	2	2%
Not Indicated	4	57%	3	43%	0	0%
TOTAL YEARS OF TEACHING AND ADMINISTRATIVE EXPERIENCE						
0 - 5	1	50%	1	50%	0	0%
6 - 10	2	50%	2	50%	0	0%
11 - 15	4	67%	2	33%	0	0%
16 - 20	16	70%	5	22%	2	9%
21 - 25	40	62%	25	38%	0	0%
Above 26	25	53%	19	40%	3	6%
TYPE OF DISTRICT						
County	43	52%	37	45%	3	4%
Consolidated	12	60%	8	40%	0	0%
Municipal	30	75%	9	23%	1	3%
Other	3	75%	0	0%	1	25%

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Table 9 - IN MY OPINION, THE VOCATIONAL TEACHERS AT MY SCHOOL WORK COOPERATIVELY WITH ACADEMIC FACULTY MEMBERS

	Yes		No		Not Indicated	
GENDER						
Male	115	84%	18	13%	4	3%
Female	4	40%	4	40%	2	20%
RACE						
White	94	85%	12	11%	4	4%
Black	25	68%	10	27%	2	5%
HIGHEST DEGREE HELD						
Master	81	84%	11	11%	5	5%
Specialist	27	79%	6	18%	1	3%
Doctor	10	67%	5	33%	0	0%
Not Indicated	1	100%	0	0%	0	0%
SALARY LEVEL						
$20,000 - 29,999	1	50%	1	50%	0	0%
30,000 - 39,999	22	88%	3	12%	0	0%
40,000 - 49,999	83	79%	16	15%	6	6%
50,000 - 59,999	11	85%	2	15%	0	0%
Not Indicated	2	100%	0	0%	0	0%
AGE LEVEL						
25 - 34	0	0%	3	100%	0	0%
35 - 44	26	70%	9	24%	2	5%
45 - 54	80	86%	10	11%	1	7%
55 - 64	13	93%	0	0%	0	0%
HIGHEST ADMINISTRATIVE CERTIFICATION						
AAAA	10	67%	5	33%	0	0%
AAA	30	79%	6	16%	2	5%
AA	76	87%	8	9%	3	3%
Not Indicated	3	43%	3	43%	1	14%
TOTAL YEARS OF TEACHING AND ADMINISTRATIVE EXPERIENCE						
0 - 5	0	0%	2	100%	0	0%
6 - 10	3	75%	1	25%	0	0%
11 - 15	4	67%	2	33%	0	0%
16 - 20	16	70%	5	22%	2	9%
21 - 25	56	86%	9	14%	0	0%
Above 26	40	85%	3	6%	4	9%
TYPE OF DISTRICT						
County	69	83%	11	13%	3	4%
Consolidated	16	80%	4	20%	0	0%
Municipal	31	78%	7	18%	2	5%
Other	3	75%	0	0%	1	25%

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Table 10 - THE VOCATIONAL TEACHERS AT MY SCHOOL WORK COOPERATIVELY WITH THE ADMINISTRATORS

	Yes		No		Not Indicated	
GENDER						
Male	125	91%	9	7%	3	2%
Female	7	70%	1	10%	2	20%
RACE						
White	100	91%	7	6%	3	3%
Black	32	86%	3	8%	2	5%
HIGHEST DEGREE HELD						
Master	88	91%	5	5%	4	4%
Specialist	30	88%	3	9%	1	3%
Doctor	13	87%	2	13%	0	0%
Not Indicated	1	100%	0	0%	0	0%
SALARY LEVEL						
$20.000 - 29.999	1	50%	1	50%	0	0%
30,000 - 39,999	25	100%	0	0%	0	0%
40.000 - 49,999	92	88%	8	8%	5	5%
50.000 - 59,999	12	92%	1	8%	0	0%
Not Indicated	2	100%	0	0%	0	0%
AGE LEVEL						
25 - 34	2	67%	1	33%	0	0%
35 - 44	29	78%	6	16%	2	5%
45 - 54	87	94%	3	3%	3	3%
55 - 64	14	100%	0	0%	0	0%
HIGHEST ADMINISTRATIVE CERTIFICATION						
AAAA	13	87%	2	13%	0	0%
AAA	34	89%	2	5%	2	5%
AA	80	92%	4	5%	3	3%
Not Indicated	5	71%	2	29%	0	0%
TOTAL YEARS OF TEACHING AND ADMINISTRATIVE EXPERIENCE						
0 - 5	1	50%	1	50%	0	0%
6 - 10	4	100%	0	0%	0	0%
11 - 15	5	83%	1	17%	0	0%
16 - 20	17	74%	4	17%	2	9%
21 - 25	62	95%	3	5%	0	0%
Above 26	43	91%	1	2%	3	6%
TYPE OF DISTRICT						
County	74	89%	7	8%	2	2%
Consolidated	20	100%	0	0%	0	0%
Municipal	35	88%	3	8%	2	5%
Other	3	75%	0	0%	1	25%

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Table 11 - I BELIEVE THAT VOCATIONAL EDUCATION SHOULD BE INTEGRATED INTO THE ACADEMIC CURRICULUM

	Yes		No		Not Indicated	
GENDER						
Male	126	92%	7	5%	4	3%
Female	9	90%	0	0%	1	10%
RACE						
White	101	92%	5	5%	4	4%
Black	34	92%	2	5%	1	3%
HIGHEST DEGREE HELD						
Master	88	91%	5	5%	4	4%
Specialist	32	94%	1	3%	1	3%
Doctor	15	100%	0	0%	0	0%
Not Indicated	0	0%	1	100%	0	0%
SALARY LEVEL						
$20,000 - 29,999	2	100%	0	0%	0	0%
30,000 - 39,999	24	96%	0	0%	1	4%
40,000 - 49,999	95	90%	6	6%	4	4%
50,000 - 59,999	12	92%	1	8%	0	0%
Not Indicated	2	100%	0	0%	0	0%
AGE LEVEL						
25 - 34	3	100%	0	0%	0	0%
35 - 44	36	97%	1	3%	0	0%
45 - 54	85	91%	5	5%	3	3%
55 - 64	11	79%	1	7%	2	14%
HIGHEST ADMINISTRATIVE CERTIFICATION						
AAAA	15	100%	0	0%	0	0%
AAA	35	92%	2	5%	1	3%
AA	79	91%	5	6%	3	3%
Not Indicated	6	86%	0	0%	1	14%
TOTAL YEARS OF TEACHING AND ADMINISTRATIVE EXPERIENCE						
0 - 5	2	100%	0	0%	0	0%
6 - 10	4	100%	0	0%	0	0%
11 - 15	6	100%	0	0%	0	0%
16 - 20	22	96%	1	4%	0	0%
21 - 25	61	94%	2	3%	2	3%
Above 26	40	85%	4	9%	3	6%
TYPE OF DISTRICT						
County	75	90%	4	5%	4	5%
Consolidated	20	100%	0	0%	0	0%
Municipal	36	90%	3	8%	1	3%
Other	4	100%	0	0%	0	0%

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